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ABSTRACT

This paper presents strategies and methods for students to obtain the essential adult basic education (ABE), General Educational Development (GED), English as a Second Language (ESL), and career/vocational instruction, at the same time. A description is offered first of what was done in the Joliet Junior College ABLE Program and future plans for continuing and expanding career/vocational instruction in ABE, GED, and ESL classes. Section A contains portions of reports and memos that describe what was done, how it was done, and problems and concerns identified and addressed at each stage. Section B presents materials from a series of mini-workshops on various aspects of career/vocational education. Section C is an independent unit for instructors in effective use of the education training plan form to teach career/vocational skills to their classes. In Section D are included some actual exercises that were presented at the workshops. (YLB)

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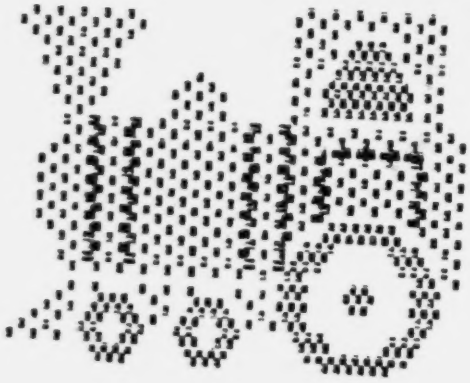

GETTING ON THE RIGHT TRACK...

STRATEGIES FOR INTEGRATING CAREER/VOCATIONAL EDUCATION INTO EXISTING ABE/GED & ESL CLASSES

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DR. TERRY R. IRBY
DIRECTOR, ABLE PROGRAM
JOLIET JUNIOR COLLEGE

CE042568

Workshop presented at the National Adult Education Conference
Milwaukee, Wisconsin
November 8th, 1985

Strategies for Integrating Career/Vocational
Education into Existing
ABE/GED & ESL
Classes

Increasingly our ABE, GED and ESL classes are becoming deposit sites for the unemployed, public aid recipients, and persons needing additional education, training and retraining to enable these individuals to become self-sufficient and obtain employment. As this happens, new demands to make the education employment related are being placed upon our instructors. In addition, we are hearing requests for "fast fixes", as everyone scrambles for solutions to the unemployment problems of public aid recipients, dislocated workers and displaced homemakers.

There was a time, not so long ago, when finding a job was the "easiest" game" in town to play. And the players did just that--played the game again and again--always with the same results--a job; a good, well paying job.

The "game players" didn't play with a lot of 'aces', but nonetheless, they still won. Many lacked adult basic education, high school education, and skill training. None of this seemed to matter as all players were welcomed to the game and rewarded handsomely for their efforts with very nice salaries and fringe benefits.

Then something began to happen, and we observed that the "game" was no longer welcoming all who wanted to play. In fact, the 'games' began to eliminate many of those already playing--many who had been playing for 10, 20, and even 30 years (e.g. dislocated workers).

So-o-o-o, our program, and others across the state and country have been charged with the task of providing our students with the necessary education (ABE, GED), training, and job search and maintenance skills that will again enable them to be winning players in the rapidly changing 'game' called "finding and holding employment".

We attempt to help the former players (workers) acquire superior job-hunt training, emphasizing their transferable skills. They require additional edu- and training. There is often resistance by the students to accept the education, counseling and retraining. Why?? Because the current unemployed, blue collar worker faces, admittedly, a radical drop in income and life style, a loss of status (in his own eyes, if no one else's), a wrenching reorientation in his whole image of himself, and a sense of loss of face with his loved ones.

No one has, as of yet, come up with any solution to effectively deal with this resistance and fear of change. However, we, and many others, continue in our efforts to provide the necessary "tools" that are essential for the "would be player" in today's very difficult and defying employment game.

It has been said, but let's say it again, "Finding a job in today's job market is probably the most difficult and frustrating job that any of us will ever face. The successful job searcher will require more skills, training, and 'job-search know-how' than ever before."

Consider if you will, the vast amount of information and training that the successful job seeker has acquired once he has found employment:

- Trained in all facets of the job search process
- Completed over 1,000 hours of face to face interviews
- Experienced in resume construction.
- Experienced in letter writing, both pre and post application and interview; thank you's, rejection, acceptance, etc.
- Experienced in research and data analysis, having researched and analyzed data from over 50 companies located in and out of the state.
- Highly skilled in public speaking and self presentation
- Knowledgeable about a large number of careers and jobs. Have completed both manual and computerized career and job searches.
- Well read in the area of career and job search strategies and methods
- Experienced in marketing and sales, having marketed and attempted to sell himself to over 50 employers during the past year.
- Skilled in job retention strategies
- Skilled in strategies and goal oriented planning.

You might say, and accurately so, that the successful job seeker has, in the process of finding a job, acquired additional skills and training.

Maybe some day some type of credit will be given the job seeker for the competencies that he has acquired. Maybe some day he will be able to add these achievements to his resume and apply for and obtain the jobs many of us now hold. This idea is not really so far fetched when one considers the success of paraprofessional workers in many counseling and social service agency positions.

The success of paraprofessionals is largely attributable to the fact that they have "been there". They know first hand what the people they are helping are experiencing.

We are by no means suggesting that you get yourself unemployed and struggle through the frustrating job search process along with your students. We are, however, advocating that you develop a deep sense of empathy, sympathy and concern for the thousands of unemployed job seekers who seek assistance from you in learning how to find and keep a job.

This paper has been written to hopefully serve as an aid and resource to ABE, GED, ESL, and job skills instructors in helping people who are going through one of the most difficult times in their lives--unemployment.

Instructors must become aware that the job seeker needs information about the job search process: how to do it, where to do it, when to do it, and how to keep on doing it until he secures some form of gainful employment. This is all in addition to providing traditional ABE, GED, and ESL instruction. The job seekers that many of us will be working with will require a great deal of pre-job search work in which we attempt to change attitudes; help individuals better understand themselves, their interests, values, skills and abilities; help individuals develop long and short range employment plans and goals, and effective strategies for achieving these employment plans and goals.

This pre-employment work is of vital importance to the job seeker so that he will know where he's going. We all know the importance of knowing where we are going, "Don't we?" Read, if you will, the following fable, that makes our point about the importance of knowing where you're going.

> Once upon a time, a Sea Horse gathered up his seven pieces of eight and cantered out to find his fortune. Before he had traveled very far, he met an Eel, who said,
>
> "Psst. Hey, bud. Where 'ya going'?"
> "I'm going out to find my fortune," replied the Sea Horse, proudly.
> "You're in luck," said the Eel. "For four pieces of eight you can have this speedy flipper, and then you'll be able to get there a lot faster."
> "Gee, that's swell," said the Sea Horse, and paid the money and put on the flipper and slithered off at twice the speed. Soon he came upon a Sponge, who said,
>
> "Psst." Hey, bud. Where 'ya going'?"
> "I'm going out to find my fortune," replied the Sea Horse.
> "You're in luck," said the Sponge. "For a small fee I will let you have this jet-propelled scooter so that you will be able to travel a lot faster."

So the Sea Horse bought the scooter with his remaining money and went zooming through the sea five times as fast. Soon he came upon a Shark, who said,

"Psst. Hey, bud. Where 'ya going'?"
"I'm going to find my fortune," replied the Sea Horse.
"You're in luck. If you'll take this short cut," said the Shark, pointing to his open mouth, "you'll save yourself a lot of time."
"Gee, thanks," said the Sea Horse, and zoomed off into the interior of the Shark, and was never heard from again.

The moral of this fable is that if you're not sure where you're going, you're liable to end up some place else. Few of the students who suddenly find themselves plopped into our ABE, GED, and ESL classes know where they are going. The task of helping them put together an education, employment and training plan has been delegated to our instructors who often are not experienced, trained, or even interested in providing career and vocational education or training. How can we help our instructors help our students obtain the ABE, GED, ESL and career/vocational education and training they will require simultaneously?

How to Integrate Career/Vocational Instruction in existing ABE, GED and ESL classes

The purpose of this paper is to present strategies and methods for helping students obtain the essential ABE, GED, ESL instruction and career/vocational instruction at the same time.

First of all, we will tell you what we did at JJC and how it worked, and what our future plans are for continuing and expanding career/vocational instruction in our ABE, GED and ESL classes.

Description of the JJC ABLE Program:

The Joliet Junior College ABLE Program enrolls over 2,000 students a year and 60 part-time instructors and offers instruction at over 19 off-campus sites in diverse parts of seven counties. The remote location of some of our sites often presents a problem to staff in visitation to provide counseling and retention services. The expansive and remote location of our classes was the number one problem that had to be addressed in our planning for providing career and vocational services to our classes.

The JJC ABLE Program offers the following curricular components:

(1) Adult Basic Education (ABE) instruction is provided at the 0-8 level.
(2) Adult Secondary Education: Includes the General Education Development Testing Program (GED). Instruction is provided at the 9-12 level.

(3) English As A Second Language: (ESL) Usually fits under adult basic education; although we have courses that are on the secondary level.
(4) Job seeking skills and classes for public aid recipients to prepare them for employment.
(5) Life Skills: Classes for students attending the Will County Sheltered Care Workshop.
(6) Literacy: A cooperative program offered with JTHS

Joliet Junior College ABLE Program works cooperatively with the Department of Public Aid-WIN Demo Program. This job search program, otherwise known as WIN, was initiated in Illinois during the latter part of Fiscal Year 1983. All public aid recipients with children six years of age or older are mandated to be in this program that offers instruction in job seeking skills and requires a number of independent job searches.

The local adult educational programs working together with the local public aid offices are arranged to offer the classroom portion of WIN in the adult education program. Job Skills classes have been in continuous operation since July 9, 1984.

Life Skills classes, on life coping skills, are designed to prepare individuals to complete basic everyday tasks such as writing checks, balancing a checkbook, doing simple computations, etc.

The literacy project is a co-sponsored project of Joliet Junior College and Joliet Township High School and it adds yet another curricula component to the ABLE Program offerings and further enables the program to meet the needs of its students. Students are now able to obtain individualized tutoring and in-class assistance. This curriculum appears to have appeal for some of our students enrolled in one of our other curricular components, and it also appears to appeal to a completely untapped group of students who, to date, have not taken advantage of one of our existing curricular components.

The job skills calsses that our program offers are distinct and separate from our ABE, GED and ESL classes, and because of scheduling, it does not appear that it would be feasible, nor would our budget allow us to enroll our ABE, GED, and ESL students in the job skills classes we presently offer.

What we did:

We made a thorough review of all ABLE Program components to ensure that we would not be duplicating or overlooking any career/vocational instruction already offered.

We then decided that two things needed to be done. First of all, we felt we needed to get out to each and every one of our more than 40 classes at the nineteen sites and let the instructors and students know what we had to offer.

Second, we felt we needed to develop an independent component--module or unit that we could leave with each instructor to assist them in integrating and teaching career/vocational skills in their ABE, GED and ESL classes.

Portions of reports and memos (section A) prepared by this author are included in this document because they describe what was done, how it was done, problems and concerns identified and addressed at each stage.

In summary, however, we developed a series of mini-workshops on various aspects of career/vocational education and presented the teacher requested workshop to our ABE, GED and ESL classes at the various sites where we offered classes.(See Career Development Workshops list in section B.)

We also developed an independent unit for our instructors in how to effectively utilize the education training plan form to teach career/vocational skills to their classes. A copy of this unit was left with each instructor. (See section C.)

In section D we included some actual exercises that we presented when we did the workshops.

PORTIONS OF REPORTS

AND

CLASSROOM VISITATION SCHEDULE

SECTION A

MID YEAR REPORT

Purpose of the Report

The present report has been prepared for the purpose of providing the Director with information concerning my activities, accomplishments, and future plans. We have met frequently throughout the semester and discussed various aspects of my work, so much of what we have pulled together has already been reviewed and/or shared with the Director.

To this end, we direct your attention to documents included in Section A and B of this report. The memoranda of the schedules of meetings, workshops, presentations, activities, and plans are included in their original form.

There is value in re-examining these materials. They provide the necessary background upon which to base an evaluation. These materials also provide an important measure of how far we have come, and where we yet need to go.

We began in the position of career/vocational specialist after the term had already started. We had few materials and little information concerning the "how to's" in providing career services to students in the ABE, GED, and ESL components of the ABLE Program. We are not saying this to complain--only to state what was, and where we began. As such, we can accurately say that the first term was a trial period in which we tried different things and took different approaches in our attempts to move in a desired direction.

As we progressed through the year, we found more direction, and our goals and objectives became better defined. At the present time, I am happy to report, we feel we know where we are going. We retain some degree of uncertainty as to how to get there. But, we feel that we will be successful in

- providing relevant career workshops and presentations for students in the ABE, GED, and ESL program components of ABLE
- developing and delivering a course in career awareness and job seeking
- providing self help groups, such as job club
- providing some individual counseling, and
- making referrals to appropriate agencies
- providing teachers with the necessary training and information to assist and complement us in

our efforts to improve their students "career-ing skills"
- developing a system of follow-up for students in the ABE, GED, and ESL Program components (as defined by the study guidelines).

Part I - Goals and Objectives

Let us digress for a moment to our initial goals and objectives which were to:

1. become familiar with the college, adult education division, and resources available to students
2. to complete the yellow education training forms,
3. to identify means of providing career/vocational guidance for students in the ESL, ABE, and GED Program components--all of which are very diverse in terms of students and student's ability and need levels,
4. to develop and design a program and/or mechanism for providing the career/vocational services to the ABLE students.

A lesser, although obvious goal, was to obtain essential career and vocational resources and materials necessary for providing career services.

Section A and B of this report provides copies of reports, memos, etc., which were prepared and which describe activities which were completed during the period, September 15-November 30, 1983. From a review of these materials, it may be seen that a considerable portion of our established goals and objectives were indeed completed.

We attended and reported on a major workshop, "A Practitioner's Guide to Local Labor Market Information: How to Find It, Evaluate It, and Use It." (Appendix A-1) This workshop was an extremely helpful one that provided the necessary orientation and access to sources of labor market information.

Through our numerous appointments and meetings, we did indeed become familiar with the college, the adult education division and college and community resources. We met with personnel in the Displaced Workers Program, WIN, Handicapped Student Services, Learning Skills Center, Counseling Center, Early Leavers Program, Displaced Homemakers, etc. (A-2, A-3, and A-4).

We were successful in completing all of our scheduled class visits. The class visits were, scheduled, as you know, for the purpose of getting into each classroom and assisting students to complete the educational training forms (A-5, A-6, and A-7).

We have (479) educational training forms on file for students who were enrolled Fall Semester 1983 (see November '83 Report, Part II).

We attempted to get completed educational training forms on students who might have been absent on the day of our visit (see A-8).

The number of completed forms could have been higher if we had been able to get around to all classes at the beginning of the term. This, of course, is an impossible feat due to the many classes and locations and our limited staff size.

Consequently, we will be meeting with instructors on February 4, 1983 and providing them with copies of the educational/training form and requesting that they complete them with their students at the beginning of the term. This procedure should result in a significantly higher completion rate of the educational training forms.

An assessment of the foregoing matter is provided in T. Irby's November, 1983 report in Part II.

Late in October I developed two papers (B-1 and B-2) discussing the various career assessment workshops that we would be prepared to present to the GED, ESL, and ABE classes. These workshops were:

1. self-awareness
2. Decision Making and Goal Setting and Attainment
3. Educational, Community and Occupational Resources
4. Preparation for the World of Work, Job Seeking, and Job Maintenance
5. Human Life Styling--Getting the Most Out of the Three Boxes of Life

The prepared workshop descriptions (B-2) will be given to the teachers along with the educational training forms in February; we expect a more positive response from the teachers as a result of their having in hand the descriptions of the workshops that we are prepared to deliver.

Toward the end of the term, we became very creative in our publicity for the workshops as can be seen from the materials which we distributed to instructors (see B-3 and B-4). These materials along with the workshop descriptions (B-3 and B-4) will be used extensively during the second semester as we begin our cycle of class visits and workshops again.

Part II - Introduction

Because so much of what we were attempting to accomplish was actually begun towards the end of the term, we devoted an entire section, Part II to a description of what we did during the month of November, 1983 and our assessment of our accomplishments.

Part III of our report, which will be presented as a separate component will outline our plans for providing career services to our students for the period January, 1984-June 30, 1984

MID YEAR REPORT

Part II

November 1 - November 30, 1983

November 1-2

One and one-half days were spent in Springfield, Illinois meeting with Mr. Browning from the State Board of Education and others to be included in a state wide longitudinal study of students in ABE, GED, and ESL components of ABLE.

The process and procedures to be followed in initiating and completing the study were explained.

P. Linton assigned T. Irby the responsibility of organizing and directing the survey for the ABLE Program. Detail notes and resource materials pertaining to this meeting are on file.

November 3-5

Review and planning for workshop series, "What Color is Your Life Preserver?"

November 7

Provided individual career counseling to student, Arlene Ross (GED student) who has a grant for college.

Presented first workshop on career decision making and goal setting to 912-ESL-3M evening class in Morris, Illinois. The presentation was kept simple and to the point. Students were encouraged to identify their skills -- skills in which they excelled, and with which they could secure employment. Examples such as housekeeping, childcare, mechanics, crafts, sewing, cooking, were provided to initiate discussion. These seemed to be skill areas with which the ESL students could identify. Students were encouraged to discuss their skills verbally, and then to write down their skills on the educational training plans provided.

The educational training form was used as a guide for the in-class workshop.

Attention was given to goals--"What are your goals?" "Plans for the future?" "What do you want to be when you grow up?"

One student seemed quite disturbed by our presentation initially and said, the students didn't want jobs - only to improve their English. She said their spouses had good jobs. This provided an opportunity for a discussion of the "What ifs?" -- What if your husband died, or went away--left?" "What would you do then?" We explained that you don't wait to conduct a job search when you don't have a job, but you should do it to some extent all along. This discussion seemed to open up things and make the students more interested in our presentation. Thus, we learned -- for students to participate in something, it must be relevant, and they must feel it is something they need.

November 8

The second career workshop was presented to the BASK 913-915, 3F class in Coal City. Once again we had captive audiences. Our presentation was during class time and was designed to

1. have students complete the education/training forms, and
2. to assist students with skill identification and goal setting and attainment.

The presentation was simple and presented where the students were at at that time. Introductory activities--(Who am I?, What skills do I have?, What do I want to be when I grow up?) were discussed with the group.

Activity sheets concerned with skills, values, and goals were passed out. In one exercise, students were asked to identify islands they would like to be shipwrecked on. The islands were named after activities and tasks the persons might enjoy doing.

From this activity, students could see how their values related to vocational things and plans they currently had or were planning.

November 9

The third career workshop was presented to the BASK 913-915-4H class in Lemont, Illinois. This workshop was considered to be one of the more successful ones presented to date. Once again the focus was on where the class was at that given point and time.

The topic was, "Career Decision Making, Goal Setting, and Attainment." The futility of life, work--anything without goals or direction--was emphasized. The point was made that, "If you don't know where you're going, you'll probably end up somewhere else."

Humorous, but true. If one proceeds to achieve something nebulous and ill defined, he will probably be frustrated because he won't know if he's achieved, or what he's achieved.

We made a presentation of the community and area resources such as the Joliet Will County Community Action Agencies, Displaced Homemakers, Sheltered Case Workshop, etc., that provide essential services that students should be aware of (B-42).

There was a great deal of class interaction and discussion during this presentation.

This workshop seemed to run smoothly for several reasons:

1. we were by this time quite accustomed to making in-class presentations
2. we were thoroughly familiar with our topic
3. the instructor participated and encouraged student participation
4. we provided students with a list of community resources and our name cards
5. these students were preparing for the GED and making plans for what follows.

We learned from this workshop that the better prepared the teacher is for your presentation, the better response you will get from students.

In addition, it appeared to us, that GED students appeared more receptive to career/vocational information than did ESL and ABE students because the GED students were planning for something after they completed the GED test--whether that was college, a job, or additional training.

We concluded that students may most need our services at or near the completion of the GED Program. I might add that we have been asked back to Lemont on December 7, 1983, to provide career interest testing.

November 10

We attended a staff meeting in Romeoville. I provided a summary of the meeting we attended in Springfield regarding the ABE survey. We talked about how the survey would be conducted and who would be involved and over what period of time.

November 14

Another workshop was presented during the day to BASK 913-915-4E at North Romeoville Center. The format for this workshop had to be scaled down. The students, ABE learners, were on a very basic level.

We discussed skills and competencies, values, interests, and how this all might lead to career and job selection. We provided the students with information on community resources.

This information appeared to form the basis for the presentation. Students were extremely interested in the community services and organizations.

Later in the day, I attended a computer workshop where various computerized career guidance systems, such as:

- the Guidance Information System (GIS)
- Coordinated Occupational Information Network

were demonstrated.

That evening we presented a workshop for the combined ESL classes in BASK 912-3E and 3F.

We learned very quickly that two group facilitators and forty plus students, who speak little English, is a "system overload," and an impossible task. We were able, with some difficulty, to get through the education training forms in an hour and a half.

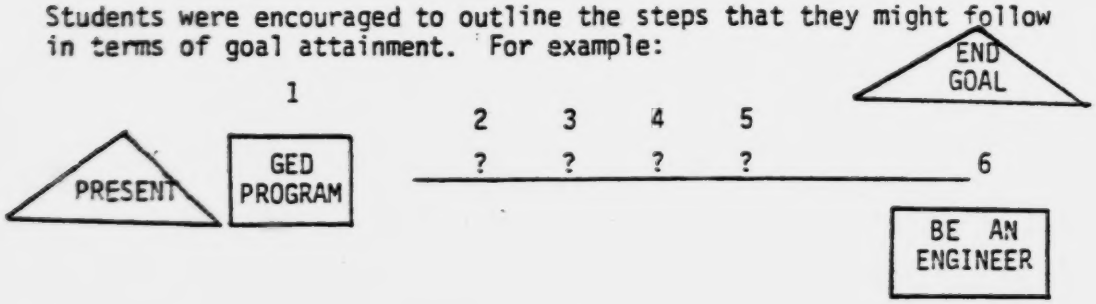
There was very little time for other activities such as was done during previous workshops. We feel that we need to work very closely with the ESL teachers in presenting anything to their classes. There are too many unknowns for us as new persons to the class.

November 15

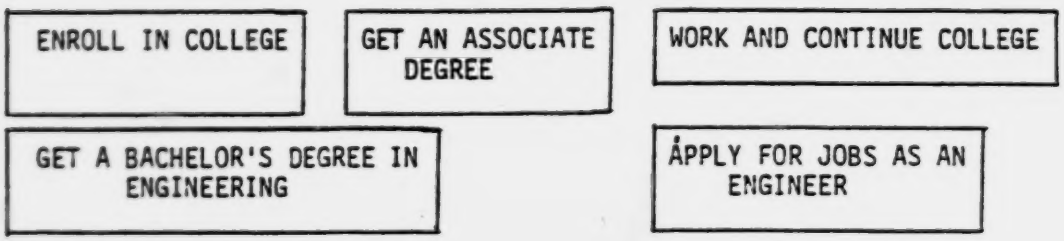
A meeting had been scheduled with Mr. Vern Johnson of Job Service. This was cancelled by him. That evening a very lively workshop was presented at Lockport High School to the BASK 913-915-4F class.

The presentation focused on skills, values, interests, and goal setting. Considerable attention was given during this workshop on identifying goals--material goals, career goals, family goals, life goals.

Students were encouraged to outline the steps that they might follow in terms of goal attainment. For example:



Students were asked to outline the steps in between their present position and end goal. A person in a GED Program with the above goal might follow the following steps . . .


ENROLL IN COLLEGE
GET AN ASSOCIATE DEGREE
WORK AND CONTINUE COLLEGE
GET A BACHELOR'S DEGREE IN ENGINEERING
APPLY FOR JOBS AS AN ENGINEER

The student response to this workshop was good. The importance of planning was emphasized. Students must be encouraged to think beyond the GED.

We met with Cynthia Friarson, head of Financial Aids for Joliet Junior College and Ginger Pitchland of the Project Advance. We learned about the services these offices provide and how to make referrals.

Two hours were spent in individual counseling with Debbie Plecky, a student in the ABLE Program, and her mother. Referrals were made to the Sheltered Care Workshop and psychological counseling sources.

Individual career counseling was provided to Victor Zamudin, an ESL student. He was encouraged to enroll in the Dislocated Workers Program.

November 17

A review was made of all GED, ABE, and ESL classes as per the Fall 1983 class schedule list. It was determined that all class visitations had been completed prior to November 17, 1983. Approximately 38 individual and combined class visits for presentations and workshops were completed. Six indepth career workshops concerned with

- skill assessment
- goal setting and attainment
- values
- interests

were presented during the month of November, 1983, a total of 479 students were seen in groups and/or individually.

Our success with the completion of the yellow education training form was significantly decreased because of the tendency of students to drop and/or withdraw from classes towards the end of the semester. We have 479 completed educational training forms on file. Attempts will be made to have 100 per cent completion of the educational training forms next semester. Instructors will be given the forms at the February 4 meeting and encouraged to have students complete them in relation to some related class activity. Specific instructions as to how this may best be accomplished will be provided at the February 4 meeting.

November 15-30

As considerable amount of time during this period has been devoted to assessing where we are and where we go from here, I have done a substantial amount of reading, including such books as

- MegaTrends by James Nesbitt
- The Last Gamble on Education by Meztrow, Darkenwald, and Knox
- The Chronicle of Higher Education
- Passages by Gail Sheehy
- Three Boxes of Life by Richard Bolles
- What Color Is Your Parachute? by Richard Bolles

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- Twenty-Eight Days to a Better Job by Tom Jackson
- Job and Career Building by Bernard Haldane
- Assessment in Developmental Career Counseling by Linda Seligman
- Career Change: A Planning Book by J. Michael Adams
- Finding a Job You Feel Good About by Clifford Garrison, Ed.D., et al.
- If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else by David Campbell
- Take the Road to Creativity and Get Off Your Dead End by David Campbell

SCHEDULED MEETINGS AND PLANS FOR THE MONTH OF DECEMBER

December 2, 1983

Meeting at Morris County Health Department to assist pregnant teens

December 7, 1983 - 6:30-9:00 p.m.

Lemont High School - We will be providing career interest testing and counseling to interested students.

December 8, 1983

Meeting scheduled for 8:30 a.m. with Mr. Browning to discuss the survey.

Development of plans for career workshops for the remainder of the year.

Planning for instituting survey and training surveyors.

JOLIET JUNIOR COLLEGE

INTEROFFICE MEMORANDUM

To: Peg Linton

Date: September 23, 1983

From: Terry Irby

Re: Tentative Goals, Plans, and Schedule of Meetings for September, 1983

1. Inform all teachers, GED, ABE, and ESL, about the career services that we would like to provide and begin to schedule dates and times for visitation.

2. Determine the type of activities (individual and group) to be provided. This would be determined from
   (a.) input from students
   (b.) input from instructors
   (c.) input from Peg Linton
   (d.) input from Nancy Chapman
   (e.) input from Terry Irby and Mary Kay Walsh

3. Identify and meet with providers of career services, such as:
   (a.) Dislocated Workers Assistance Center (DWAC)
   (b.) Displaced Homemakers
   (c.) Private Industry Council
   (d.) Early Leavers Program
   (e.) Learning Skills Center
   (f.) Area high schools, colleges, and universities providing career/vocational services
   (g.) Area vocational programs, i.e. Wilco
   (h.) Joliet Will County Community Action Agency
   (i.) Headstart Agency

4. Design career activities where needed, and identify and coordinate student usage of existing career services.
   (a.) Flowchart or pictorial representation of steps student follows in obtaining career and training services.

5. Plan and schedule a series of career oriented workshops on
   (a.) career exploration
   (b.) decision making
   (c.) education and training
   (d.) job search

6. Begin to identify persons for inclusion on an Advisory Board.

7. Develop a written plan that identifies the goals, objectives and operational procedures for the Career/Vocational Program that has been run on an experimental type basis.

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8. Determine the need for special mini-courses in the career/vocational area. May only need to coordinate with Dorothy Westbrooks.

9. Develop written plans and projections for the continuation and expansion of career/vocational services through the ABLE Program.

TENTATIVE MEETINGS SCHEDULED

9/19/83 -	9:00 - 9:30 a.m.	Meeting with Dorothy Westbrooks and Peg Linton
9/20/83 -	9:00 - 11:30 a.m.	Meeting with Nancy Chapman, Curriculum Coordinator and Mary Kay Walsh to discuss ABLE Program
	11:30 - 12:00 noon	Visited teachers in their classrooms in RCEN.
9/21/83 -	1:00 - 3:00 p.m.	Meeting with Shirley Reilford of the Dislocated Workers Program. Attended by Mary Kay Walsh and Terry Irby.
9/22/83	8:00 - 9:30 a.m.	Displaced Workers Advisory Council Meeting (Memo to Peg has been prepared)
9/26/83	10:30 a.m.	Meeting with Mary Kay Walsh's class to introduce ourselves.
9/27/83	10:30 a.m.	Peg will be taking us (Mary Kay and Terry) out to north branch to introduce us.
9/29/83	10:30 a.m.	Meeting at Main Campus with Mary Kay's other GED class.
9/30/83	8:30 a.m.	Meeting with Dorothy Westbrooks, Main Campus

cc: Mary Kay Walsh

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JOLIET JUNIOR COLLEGE

INTEROFFICE MEMORANDUM

Peg Linton

September 29, 1983

Mary Kay Walsh
Terry R. Irby

Schedule of appointments for September, 1983

Contained herein is a list of appointments and meetings that we have scheduled during the month of September. We are in the process of compiling a calendar of appointments for October.

1. Tuesday, September 27, 1983 North Campus: Meeting with Mary Walsh, Terry Irby, Peg Linton, Nancy Chapman, and Bertha Hevia regarding career/vocational development.

   Toured facilities at North Campus
   Introductions to staff persons in attendance

   Meeting with Peg Linton, Mary Kay, and Terry Irby regarding schedule of class visitations.

2. Wednesday, September 28, 1983 North Campus: Meeting with Alice Herron and staff at North Campus.

   Made presentation to Bask 912, 4F, ESL class. (8:45 a.m.-11:45 a.m.)

   Completed Education/Training Plan.

3. Wednesday, September 28, 1983 Bolingbrook Town Center: Made presentation to Janet Reed and Ann Hamilton's GED class--BASK 913-915, 4A.

   Completed Education/Training Plan

   Meeting with T. Irby and M. Walsh to plan a survival skills workshop.

   Made presentation to Bertha Hevia's BASK 912 ESL 4A class (12:15-3:15 p.m.)

   Completed Education/Training Plan

   Presentation made to BASK 913-915 3T class (6:30-9:30 p.m.) at Gompers Junior Highschool.

4. Thurs. September 29, 1983 Main Campus: Presentation to BASK 913-915 3B class at 8:45 a.m. and BASK 913 3D at 9:00 a.m.

   Completed Education/Training Plan

   Ren. Center: Presentation to BASK 913-915 3N. (6:30 - 9:30 p.m.)

5. Friday, September 30, 1983 Main Campus: Meeting with Dorothy Westbrooks at the Counseling Office, 8:30 a.m.

APPOINTMENTS AND MEETINGS

SEPTEMBER 30 - OCTOBER 30, 1983

MEETINGS COMPLETED:

9/30/83:	8:30-10:30 a.m.	Terry Irby and Mary Kay Walsh met with Dorothy Westbrooks at Main Campus Purpose: Introductions and discussion of responsibilities and referral network. Scheduled another meeting for October 11, 1983 at the Renaissance Center.
	1:30-3:00 p.m.	Terry Irby met with Shirley Reilford. Became familiar with Horizons System and job search techniques utilized by Displaced Workers Program. Hands on experience with the computer provided.
	3:00-5:00 p.m.	Terry Irby met with Beth Hurst regarding services of Career Guidance Center. We were given a copy of the Occupational Survival Skills notebook and a copy of the Self-Directed Career Search notebook, all of which has been added to our library. We discussed the potential for sharing resources, i.e., the computerized career search system and video equipment. I briefly discussed the topic with Andy Mihelich. There appeared to be a need for further discussion of this type of resource sharing.
10/4/83:	8:30-10:00	Terry Irby and Mary Kay Walsh met and discussed career/ vocational development and plans for a large workshop in the spring.
10/5/83:	12:00 noon-1:30 p.m.	Terry Irby, Mary Kay Walsh, and Pearl Singleton met with Jesse Davis and Vergie Bussey of Joliet Will County Community Action Agency.
	2:00-3:00 p.m.	Terry Irby and Mary Kay Walsh met with Janet Volling, Job Developer for the Learning Resource Center. Very imformative meeting where we learned how the center worked with its students in providing career/vocational counseling and job placement. The meeting was most informative.
10/6/83:		Terry Irby met with Helins Dearrudah, Field Consultant with the State Board of Education in Chicago, Illinois
10/7/83:		Individual career counseling with student, Larry Nowels. Scheduled second meeting on 10/13/83.

10/11/83: 8:00 a.m.-12:00 noon — Half day meeting with Mary Kay regarding format for workshops.

Meeting with Nancy Chapman who provided ideas concerning delivery of career/vocational services to students.

1:30-3:30 p.m. — Terry Irby and Mary Kay Walsh met with Dorothy Westbrooks, Gloria Hollister, and Jean Rutherford to discuss functions of the Early Leavers program, Displaced Homemakers program, and the counseling center.

THREE-WAY PHONE CONVERSATION:

Terry Irby, Mary Kay Walsh, and Pam Trish regarding the Department of Public Aid - Pam Trish concerning our role in the WIN Program's Job Club. Decision was made to table discussion until contact was made with Peg Linton.

10/11/83: Observed Jean Rutherford's Career Counseling and testing sessions. Introduced to John Philipich, Counselor in the Counseling Center. Arranged meeting for 10/14/83 to discuss various interest inventories.

10/12/83: 9:00-9:45 a.m. — Individual career counseling with Larry Nowals. Referrals made to:
(1) Mrs. Pearl Singleton
(2) Personnel Office of Job Corp. Center
(3) Joliet Job Service
(4) Local and Chicago newspapers

10:00 a.m.-12:00 noon — Contact made with college offices: Admissions Office to request JJC Catalogs; Community Relations to request pamphlets and display stand.

Scheduled appointments with Vern Johnson, Joliet Job Service for 10/18/83.

11:00-11:30 a.m. — Terry Irby and Mary Kay Walsh met with Beth Hurst. We received valuable information from her on Holland's Self-Directed Career Search

MEETINGS PLANNED:

10/14/83: 9:00 a.m. — Terry Irby and Mary Kay Walsh scheduled to meet at 9:00 a.m. with Beth Hurst, Career Guidance Center for the purpose for the purpose of discussing interest tests and career/vocational concerns.

10:00 a.m. — Terry Irby and Mary Kay Walsh scheduled to meet with John Philipich, JJC Counseling Center to discuss interest inventories and referrals of students.

10/18/83: 9:00 a.m. — Terry Irby and Mary Kay Walsh plan to meet with Jeanette Shell of the Learning Skills Center at the Learning Skills Center to discuss her functions.

10:30 a.m.	Terry Irby and Mary Kay Walsh scheduled to meet with Vern Johnson of the Joliet Job Service.
10/24/83: 2:00 p.m.	Terry Irby, Mary Kay Walsh, and Peg Linton scheduled to meet with Dr. Engers to discuss functions of the counseling center, referrals, and means of working together.
10/25/83: 11:00 a.m.	Terry Irby and Mary Kay Walsh scheduled to meet with Carol Eurjacec, Handicapped Student Counselor, at main campus.
10/27/83 - 10/28/83	Terry Irby and Mary Kay Walsh to attend the PREP meeting in Springfield, Illinois. While there, plan to meet with Ms. Pamela McDawd, Director of Career Counseling and Placement at Sangamon State University; Ms. Donnita Dulania, Manager, Horizons System; Ms. Leona Demons, Counselor, Lincoln Land Community College.

TENTATIVE:

11/2-3/83	Terry Irby and Peg Linton to attend meeting in Springfield, Illinois
11/8-9/83	Meeting in Urbana / Champaign regarding Title XX. Not definite that I would be involved.

PLANS FOR MEETING IN THE FUTURE:

1. Meeting with Ginger Pitchlyn, Coordinator of Project Advance
2. Meeting with Personnel of Learning Skills Center
3. Meeting with entire staff of the counseling center
4. Meeting with Personnel at Joliet C.A.A.
5. Meeting with Personnel at the Department of Public Aid
6. Meeting with Personnel of Admissions Office
7. Personnel Department of Potential Employers
8. Talent Search Office
9. Meeting with Personnel in area high school and college counseling offices

MISCELLANEOUS CONTACTS:

1. Dr. John Jordan, Adult Continuing Education, Illinois Office of Education, Springfield, Illinois
2. Dr. Theodore Settle, Director of Career Management Services, Dayton, Ohio

3. Ms. Donnita Dulania, User Services' manager, Horizons System, Springfield, Illinois

4. Mr. Dorsey Day, Deputy Director of Employment and Training, Chicago, Illinois

5. Dr. Vicki Coleman, Director, Career Management Services, Loop YWCA

6. Dr. Harry Hardwick, Director, Research and Analysis, Labor Market Information, Chicago, Illinois

7. Documents Division of the Illinois Bureau of Employment Security

8. Ms. Cathy Wells, Training Manager, Caterpillar

TO: Peg Linton
FROM: Terry R. Irby
RE: Classroom Visits, Workshops

CLASSROOM VISITS

BASK 913-915	3A	GED	(Main)	10:30 a.m.	Mon.	10/31/83
BASK 913-915	3Z	GED	(Coal City)	6:30 p.m.	Tues.	11/8/83
BASK 913-915	3R	GED	(REN CTR.)	10:00 a.m.	Sat.	10/22/83
BASK 912	3K	ESL	(REN CTR.)	10:30 a.m.	Sat.	10/22/83
BASK 913-915	4E	ABE	(N. BTC.)	10:00 a.m.	Wed.	11/16/83
BASK 913-915	4F	GED	(LKPT. E)	6:30 p.m.	Tues.	11/15/83
BASK 913-915	4H	GED	(Lemont)	7:30 p.m.	Wed.	10/26/83
BASK 913-915	4C	GED	(N.RMC)	6:30 p.m.	Mon.	10/24/83
BASK 912	3A	ESL	(Main)	10:30 a.m.	Mon.	10/31/83
BASK 913-915	3A	GED	(Main)	11:00 a.m.	Mon.	10/31/83
BASK 912	3E	ESL	(REN CTR.)	6:30 p.m.	Mon.	11/14/83
BASK 912	3F	ESL	(REN CTR.)	7:00 p.m.	Mon.	11/14/83
BASK 912	3M	ESL	(Morris)	6:30 p.m.	Mon.	11/7/83
BASK 912	3N	ESL	(Mt. Carmel)	6:30 p.m.	Tues.	11/8/83
BASK 912	4D	ESL	(N. RMC)	6:30 p.m.	Tues.	10/25/83

Workshop Schedule

Career workshops are tentatively scheduled for the week of November 14, 1983 through November 18, 1983. Final date and time to be arranged.

Other Visits

10/24/83	2:00 p.m.	Meeting with Carolyn Engers Counseling Office.
10/25/83	10:00 a.m.	Meeting with Carol Eurjavec Handicapped Students
10/27/83--10/28/83		Conference in Springfield, Illinois

JOLIET JUNIOR COLLEGE

INTEROFFICE MEMORANDUM

To MARGARET LINTON

Date November 8, 1983

From: TERRY R. IBBY

Re: CLASSROOM SITE VISITS/WORKSHOPS

SCHEDULE OF CLASSROOM VISITS:

Terry - Pearl	BASK 912	ESL	3M	MORRIS	6:30-9:30P	11/7/83 (Monday) done
Terry - Pearl	BASK 913-915-GED		3Z	COAL CITY	6:30-9:30P	11/8/83 (Tuesday) done
Terry - Pearl	BASK 913-915-GED		4H	LEMONT	6:30-9:30P	11/9/83 (Wednesday)
Terry, Pearl, Mary Kay	BASK 913-915-ABE		4E	N.RMC	9:00-11:~~00~~ am	11/14/83 (Monday)
Terry, Pearl, Mary Kay	BASK 912	ESL	3E	RCEN	6:30-9:30P	11/14/83 (Monday)
Terry, Pearl, Mary Kay	BASK 912	ESL	3F	RCEN	6:30-9:30P	11/14/83 "
Terry, Pearl, Mary Kay	BASK 912	ESL	3N	MT.CARM.	6:30-9:30P	11/16/83 (Wednesday)
Terry, Pearl, Mary Kay	BASK 913-915-GED		4F	LKPT.E.	6:30-9:30P	11/15/83 (Tuesday)

Please note that during the visits scheduled for November 14-16, we will be presenting the first series of career development workshops in addition to completing the education/training forms.

jj

UPDATE

WHAT HAS BEEN DONE: (Initial class visitations)

To date we have been into well over half of the ABE-GED classes offered at main campus, Renaissance Center, and off campus sites. This has included both day and evening classes, making for a very full schedule over the past several weeks. The complete listing of classes where presentations have been made and the educational training form completed is as follows:

9/27/83 MAIN	BASK 913-915	3-A GED	Status: Still needs educational training plan completed; introductions made
9/29/83 MAIN	BASK 913-915	3-B GED	" Complete; educational training plan on file
9/29/83 MAIN	BASK 913	3-D ABE	" Complete; educational training plan on file
9/28/83 N.BTC	BASK 913-915	4-A GED	" Complete; educational training plan on file
9/28/83 N.BTC	BASK 912	4-A ESL	" Complete; educational training plan on file
9/28/83 N.RMC	BASK 912	4-F ESL	" Complete; educational training plan on file
9/28/83 GOMPERS	BASK 913-915	3-T GED	" Complete; educational training plan on file
9/29/83 RCEN	BASK 913	3-N ABE	" Complete; educational training plan on file
9/29/83 RCEN	BASK 915	3-N GED	" Complete; educational training plan on file
- - -

10/5/83 RCEN	BASK 913	3-H ABE	Status:	Complete; educational training plan on file
10/5/83 RCEN	BASK 913-915	3-H GED	"	Complete; educational training plan on file
10/5/83 RCEN	BASK 913	3-K ABE	"	Complete; educational training plan on file
10/5/83 RCEN	BASK 915	3-K GED	"	Complete; educational training plan on file
10/5/83 REED CUS.	BASK 913-915	4-Z GED	"	Complete; educational training plan on file
10/6/83 RCEN	BASK 913	3-L ABE	"	Complete; educational training plan on file
10/6/83 RCEN	BASK 915	3-L GED	"	Complete; educational training plan on file
10/11/83 LN.WY.	BASK 913-915	3-W GED	"	Complete; educational training plan on file
10/12/83 MAIN	BASK 913-915	3-E GED	"	Complete; educational training plan on file
10/12/83 MAIN	BASK 913	3-G ABE	"	Needs to get educational training plan

- -

WHAT NEEDS TO BE DONE: (Class visitations)

BASK 913-915 3-A GED (MAIN) Needs educational training form

BASK 913 3-G ABE (MAIN) Needs educational training form

BASK 913-915 3-Z GED (COAL CITY) Needs initial visit and completion of educational training plan.

BASK 913-915 4-D GED (N.B.HS)
BASK 913-915 4-E ABE (N.BTC)
BASK 913-915 4-F GED (LKPT. E.)
BASK 913-915 4-H GED (LEMONT)
} Needs initial visit and completion of educational training plan.

BASK 913-915 4-J GED (JAIL)
BASK 913-915 4-K GED (JAIL)
BASK 915 3-R GED (RCEN)
BASK 915 3-S GED (RCEN)
BASK 915 4-R GED (N.BTC)
BASK 915 4-S GED (N.BTC)
} Needs initial visit and completion of educational training plan .

BASK 913-915 4-B GED (N.RMC)
BASK 913-915 4-C GED (N.RMC)
} Needs initial visit and completion of educational training plan.

BASK	912	3-A	ESL
"	"	3-D	"
"	"	3-E	"
"	"	3-F	"
"	"	3-K	"
"	"	3-M	"
"	"	3-N	"
"	"	4-D	"
"	"	4-K	"

Needs initial visit and completion of educational training plan.

JOLIET JUNIOR COLLEGE

INTEROFFICE MEMORANDUM

To: All Instructors

Date: November 9, 1983

From: Terry R. Irby

Re: Education/Training Plan

Sometime ago we visited your class and worked with your students in completing the (yellow) education training plan. In reviewing our records, it appears that there are additional students enrolled in your class who, for some reason (absent, dropped, etc.), have not completed the education training plan. As you may know, we are required to have a complete education/training plan on file for each currently enrolled student. Please assist us by having the students listed complete the required form. We have education/training plans for those students whose names are followed by an X. It will not be necessary for those students to complete the education/training plan again.

Thank you for allowing us to meet with your students this term. We have learned a great deal about your students, your classes, and your students' needs from these visits. We will be contacting you again to plan a career workshop or session with your students.

Thanking you in advance for your cooperation in this matter.

jj

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CAREER DEVELOPMENT

WORKSHOPS

SECTION B

JOLIET JUNIOR COLLEGE

INTEROFFICE MEMORANDUM

To: Peg Linton

Date: October 20, 1983

From: Terry Irby

Re: Career Development Workshops

Following a meeting with Pearl Singleton and Mary Kay Walsh on Wednesday, October 19, 1983, I attempted to incorporate elements of our discussion as well as to include the necessary components of an effective career awareness and job search workshop and/or course.

We discussed the need for the presentation of information to our students to enable them to:

(1) become aware of their interest, values, and personality needs
(2) recognize and incorporate take charge behaviors into their response system so that they realize when to be assertive, when and how to make decisions, and to establish and reach established goals
(3) know how to tap educational, community, and occupational resources
(4) know how to develop and undertake successful job search strategies that result in the desired job attainment
(5) understand the complex and changing relationships between work, education, and retirement, and how to deal with the changes that are in any one of these critical "boxes of life" in one's educational, occupational, and career planning.

The five mini workshops on (1) Self-Awareness, (2) Decision Making and Goal Setting and Attainment, (3) Educational, Community, and Occupational Resources, (4) Preparation for the world of work, job seeking and job maintenance skills, and (5) Human Life Styling--Getting the Most Out of the Three Boxes of Life, will be designed for presentation as independent modules or units as well as a complete career/vocational package.

PLAN FOR PROVISION OF CAREER/VOCATIONAL SERVICES:

Tentative plans are under way for the development of a system for the delivery of career/vocational services to students in the GED, ABE, and ESL components of the ABE program.

This system will, no doubt, be unique in its focus on providing services to such a diverse group of students as are enrolled in the ABLE Program components. The plan will be presented as follows:

(1) Contact will be made with each of the teachers in the ABLE Program to determine the delivery format and type of service needed for enrolled students.

(2) An advisory board composed of educational, employment, community leaders, and program students will be formed. (Planned for second year of project).

In doing some additional thinking and planning, several other components of an effective career/vocational system in the present setting seem apparent.

JOB CLUB:

Plans are presently under way for the development and offering of a weekly job club for ABE, GED, AND ESL students. The job club would be designed to provide students with systematic experiences in the foregoing listed workshop components as well as to provide participants with the means of actually going through the stages of their own actual job search and of using the job club group as a resource and support group. Specifically students will be taking their real life situations (unemployment) and attempting to translate this into their desired state--full time employment.

The mechanics of when and where to offer the job club have yet to be determined.

VIEW FROM THE TOP:

Research has demonstrated that people respond to and are most motivated and affected by strong role models; influential others in career decision making. The concept of offering view from the top seminars would incorporate these important elements by providing for presentations by

- -former ABLE Program GED, ABE, and ESL students who are successfully employed or "making it"
- -other GED Program graduates who are "making it"
- -business and industry leaders, and employers who are attune to employment needs and demands
- -college, university, trade, technical, proprietory school representatives--(departments such as nursing, allied health, business, secretarial, court reporting) would be encouraged to discuss career opportunities for trained personnel in these fields.

The View from the Top Seminar could be offered on a monthly or bi-monthly basis for an hour or so in the morning (7:00 a.m. or before the work/school day begins). Coffee and donuts could be provided as a means of making attendance more enticing as well as for satisfying basic needs--hunger at such an early hour.

CAREER/JOB FAIR/OCCUPATIONAL SURVIVAL CLINIC:

An all day career/job fair could be offered in the spring of the year (maybe not the first year). Representatives from colleges, universities, trade schools, business, industry, and specific careers and vocations would be solicited to participate and provide information to students.

The career/vocational fair might be expanded by also inviting representatives from various community agencies and services to be available to meet with students.

INDIVIDUAL CAREER COUNSELING:

It would be expected that there would be a minimal of individual, one on one career counseling, and that most career/vocational advisement would be facilitated through the various group workshops. However, opportunities will be provided for students to meet individually with the career/vocational specialist, Title XX Counselor, and Outreach Coordinator when there are specific career informational needs and problems related to retention. Whenever possible, the thurst of individual meetings will be to quickly provide the information, provide direction, offer suggestions and make referrals to existing agencies, groups, department and/or campus units already providing the requested services.

Such an approach will no doubt, facilitate the most efficient use of our limited staff resources and materials, as well as to provide the student with the quality services needed.

CAREER DEVELOPMENT STRATEGIES

Purpose of Career Awareness Workshops:

The purpose of the career awareness workshops will be to teach the students and/or workshop participants the process of career decision-making and appropriate job search strategies. This will be facilitated through five mini workshops described below.

SUMMARY OF INDIVIDUAL WORKSHOPS

I. Identification of Personal Characteristics, Needs, Values, Interests:

This workshop will be designed to focus on personal characteristics, needs, values, interests, and attitudes that are essential to answering the question, "Who am I?" The answer which the student finds to these questions should leave him/her prepared for a focused exploration of careers within specific career clusters (as narrowed down from the workshop participant's identification of personal characteristics, needs, values, interests, and attitudes).

II. How to Take Charge of Your Life: Principle of Decision Making and Goal Setting:

This workshop will be designed to assist the student in assessing his behavior--passive, aggressive, assertive--and to understand how such behaviors may impact upon effective self assertion, problem solving, decision making and goal setting.

The workshop participant will learn the principles and strategies of decision making and to be aware of how his/her own decision making style or pattern may be an obstacle or inhibitor to responsible "take charge" decision making that leaves the individual fully in charge and in control of his own life and destiny. An understanding by the participant of the relationships between self assertion, personal decision making styles, goal setting, and goal realization are integral outcomes of this workshop.

III. How to Fully Utilize the Educational, Occupational, and Community Resources in Career Implementation: "What is the ?"

This workshop will be designed to provide the student with a list of the sources of information about the educational, occupational, and community resources in his community and surrounding areas that he/she may need to utilize at some stage in his/her career and occupational pursuits.

In meeting this objective, students will be provided opportunities to learn about the educational and training programs available to assist them in learning basic educational skills (reading, math, sociability, and physical adaptations), and agencies that provide financial assistance and general educational information such as: Talent Search, Learning and Skills, Early Leavers, as well as to identify those agencies and programs that provide specific work-related skill, training, e.g. the Displaced Workers Program, JPTA, apprenticeship, internship, and on-the-job training programs for which the student may qualify.

In addition, there are a host of community resources and services which the student should be aware of and that may be directly related to the student's retention in school and completion of career goals. These include agencies and groups providing information and services related to nutrition, child care, mental health, weatherization, housing and various other community services--as may be provided through agencies such as the Will County Community Action Program, etc.

An important outcome of this workshop will be the student's recognition of the sources of educational, occupational, and community resources and the "know how" to get what he/she needs from these resources by way of services.

IV. Preparation for the World of Work:

This workshop is designed to pull together all of the components of the other three workshops and to actually provide the student with assistance in preparing for work; developing job seeking and employment maintenance skills.

Example of specific activities in which the participant will engage to meet this objective are as follows:

- The participant will learn to identify his basic skills and competencies and how to incorporate these into a resume, a work-history brief, and/or a career passport.

-The participant will learn how to complete the necessary pre- and post-employment application forms, etc.

-The participant will learn the components of the job search, e.g. answering newspaper ads, tapping the hidden job market and networking.

-The participant will learn how to prepare for the interview by learning: techniques of effective interviewing (via. simulated role playing situations)
researching the company or organization
personal hygiene and appropriate dress for interview situations

-The participant will learn how to handle and deal with rejection and personal discouragement.

-The participant will develop a package of materials and information which should enable him/her to complete the job search process over and over again as he/she makes career/employment changes.

V. Developing Strategies for Effective Life/Work Planning: Human Life Styling

The participant will learn about the relationship between work, education, and retirement and how these relationships change as the individual makes changes in his life work plan and/or career changes brought about by the

-loss of a job
-divorce
-increased technology
-need for career advancement
-need for refresher
-need for career change

CAREER CORNER

..i COULD DO MORE WITH MY LIFE... MAYBE EVEN BECOME AN ADVENTURER... ..SAILING OFF INTO UNCHARTED SEAS WITH THE SALT SPRAY IN MY FACE AND THE WIND AT MY BACK... DISCOVERING NEW WORLDS...
...iF i COULD ONLY GET OUT OF THIS CHAIR!!

While reading through some of the many interesting materials dealing with career and life planning, I happened to read a humorous statement that holds some truth:

"LIFE IS WHAT HAPPENS WHILE YOU'RE MAKING
OTHER PLANS"...
By Tom Smothers

In the saying on the front page, we give emphasis to the words "some truth", because regardless of whether we do anything at all, life goes on--it continues to unfold.

In counseling with medical school aspirants, I often heard the excuse, "It takes too long," "I'll be too old," in response to my encouragment to go on to medical school. My standard response to such remarks was this: "You'll be the same age in five years whether you go to medical school and become a doctor, or sit here and do nothing."

Life goes on; we get older, and opportunities pass us by. We can't change the very definite fact that life goes on in spite of us.

We can, however, exercise a considerable amount of control over what happens in our life while it is going on. We can increase this control over our lives by deciding what it is that we want out of our

- learning
- working
- playing.

In the words of Richard Bolles, the author of "What Color is Your Parachute?", we must define what we want out of the three "boxes" of our lives--education (learning), work, and retirement (playing). If we establish clear goals and objectives, we will decrease the chances of our lives just "happening." We will increase the chances of our lives proceeding in the direction of our plans. (Our lives won't just happen while we're making other plans). We must have goals to guide the direction that our lives take--"If you don't know where you're going, you will probably wind up somewhere else."

Throughout the first semester of meeting with you and your students, we were impressed that there was a need for life/work planning goal setting, to give increased meaning and motivation to what students were trying to accomplish long range, beyond the immediate task at hand, be that task, learning English, acquiring basic skills, or preparing for the GED. Directly and indirectly, we heard that many of your students relentlessly pursue that one tangible, immediate goal, often to the neglect of other less tangible, long range goals.

In talking with a group of GED students last term, I illustrated how our planning will often dictate what we accomplish. I run five miles on a daily basis. I reached the five mile point by gradually raising my goal from one mile to two miles to three miles, etc. I didn't increase my goal after the five miles. So every day as I near the five mile point, I begin to tire and prepare to stop running. Now maybe I could run ten miles, but I'll never know unless I establish a higher goal for myself through, what we call, planning. "If you want something to happen, you have to make space for it." You can't sit passively waiting for life to come along; you must go out looking for things you want to accomplish--you must plan.

Our little story of running illustrates the dilemna of many of our students. They have made the short range plan to learn English, acquire basic educational skills, obtain the GED. Many of our students have not looked or planned beyond these very viable, immediate goals. As we develop direction for our office, you can be sure that our utmost attention will be given to identifying ways to work with our students in effective life/work planning, which is in effect what career planning and career decision making is all about. We are presently prepared to offer the workshops listed below to your classes. Each generally takes 45 minutes to an hour, with the exception of the job club and life work/planning workshop which should be offered on a continuing basis (see us for details).

Summary of Individual Workshops

I. Identification of Personal Characteristics, Needs, Values, Interests

This workshop will be designed to focus on personal characteristics, needs, values, interests, and attitudes that are essential to answering the question, "Who am I?" The answer which the student finds to these questions should leave him/her prepared for a focused exploration of careers within specific career clusters.

II. How to Take Charge of Your Life: Principle of Decision Making and Goal Setting

This workshop will be designed to assist the student in assessing his behavior--passive, aggressive, assertive--and to understand how such behaviors may impact upon effective self assertion, problem solving, decision making and goal setting.

III. How to Fully Utilize the Educational, Occupational, and Community Resources in Career Implementation: "What is the?"

This workshop will be designed to provide the student with a list of the sources of information about the educational, occupational, and community resources in his community and surrounding areas that he/she may need to utilize at some stage in his/her career and occupational pursuits.

IV. Preparation for the World of Work

This workshop is designed to pull together all of the components of the other three workshops and to actually provide the student with assistance in preparing for work; developing job seeking and employment maintenance skills.

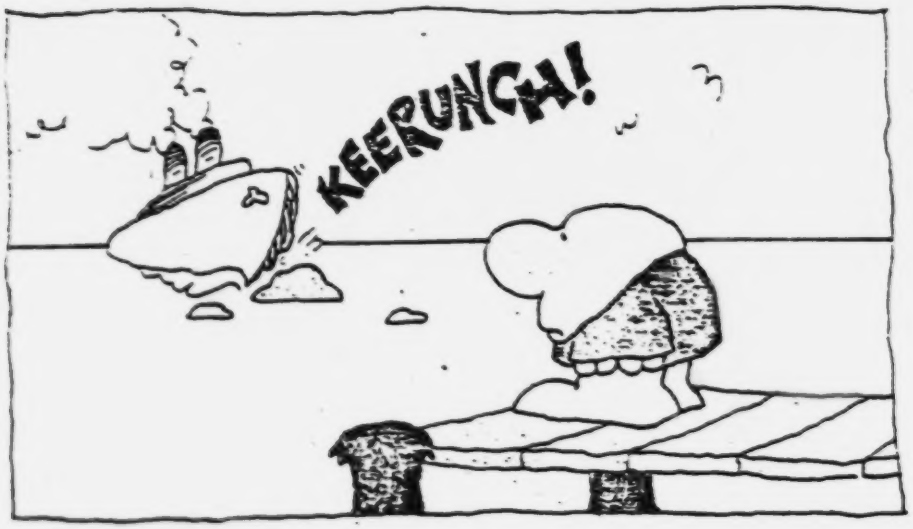
V. Developing Strategies for Effective Life/Work Planning: Human Life Styling

The participant will learn about the relationship between work, education, and retirement and how these relationships change as the individual makes changes in his life work plan and/or career changes brought about by the loss of a job, divorce, increased technology, need for career advancement, need for refresher, or need for career change.

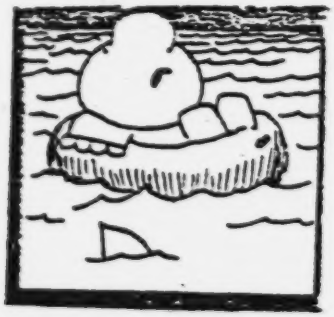
By Terry Irby, Ph.D.
Career Vocational Specialist

OUR ANSWER TO

STAYING AFLOAT



LET CAREER/LIFE PLANNING BE YOUR LIFE PRESERVER!!

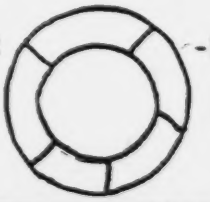


Give me a fish and I eat for a day—

Teach me to fish and I eat for a lifetime.

OUR APPROACH TO CAREER/LIFE PLANNING IS AS THE OLD CHINESE SAYING ...

HERE'S YOUR PERSONAL LIFE PRESERVER -READ ON-



CAREER/LIFE PLANNING

After a considerable amount of reading and talking with authorities in the career development and job search fields, we decided that our services should be most accurately described as Career/Life Planning.

We feel that individuals in today's rapidly changing world must be highly skilled in the new art of career/life planning. Career/life planning is valuable because it brings effective tools with which to approach some of the crises individuals experience in regards to employment and careers.

Career Change:

It now appears that every man and woman is going to have to learn how to go about identifying several different careers for themselves during their lives Research by the National Bureau for Economic Research indicates that the average American worker holds ten different jobs in his or her life time. On the average, a job lasts 3.6 years. Experts estimate that in the course of holding these ten jobs, workers will have two--sometimes three--careers.

Unemployment:

Somewhere between seven percent and nine percent of the total workers in America are unemployed during a typical month. During a typical year, some 20 percent of the total work force find themselves out of a job--one out of every five workers. In Will County, the unemployment level reached as high a 12.5% at one time. Unemployment continues to be a major problem for many persons throughout America and in Will County.

Underemployment:

Insiders estimate that some 80 percent of all workers are underemployed. Tha is to say, they are working in jobs which utilize only a (relatively) small proportion of the skills that they have. People submit to underemployment because they regard it as preferable to unemployment. Stated symbolically, workers prefer pounding a typewriter to pounding the pavement.

Worker Dissatisfaction:

The fact that factory workers are often dissatisfied with their boring, repetitive work is well known. However, worker dissatisfaction, or job dissatisfaction is not confined to factory workers. A survey by the American Management Association of 2,821 executives found that 52 percent found their work unsatisfying; 50 percent had changed jobs in the last five years or were considering changing jobs and fields; 30 percent believed that business adversely affected their health during the preceding five years.

Burnout:

Workers who deal primarily with people--mothers, child care workers, physicians, lawyers, clergy, social workers, nurses, police officers, psychiatrists, and the like--often exhibit, after a time of 18 months or more--signs that a job which they once enjoyed tremendously has now turned sour for them. This problem seems to be increasing dramatically in the number of people affected.

Job Turnover:

The government did a study of employed workers and discovered that 4.2 percent--or nearly one out of every 20--of all employed workers were looking for another job while they were still employed. In a typical month, this means more than 4,000,000 workers are trying to get out of the job they are in.

The Chinese character for "crisis" is one which means "dangerous opportunity." We are often aware of the danger. Career/life planning, however, can help individuals see and capitalize upon the opportunity that every work-related crisis.

Many individuals, regardless of the services offered, would, if left to their own, be content to have "a fish given to them", rather than to learn to "fish" themselves.

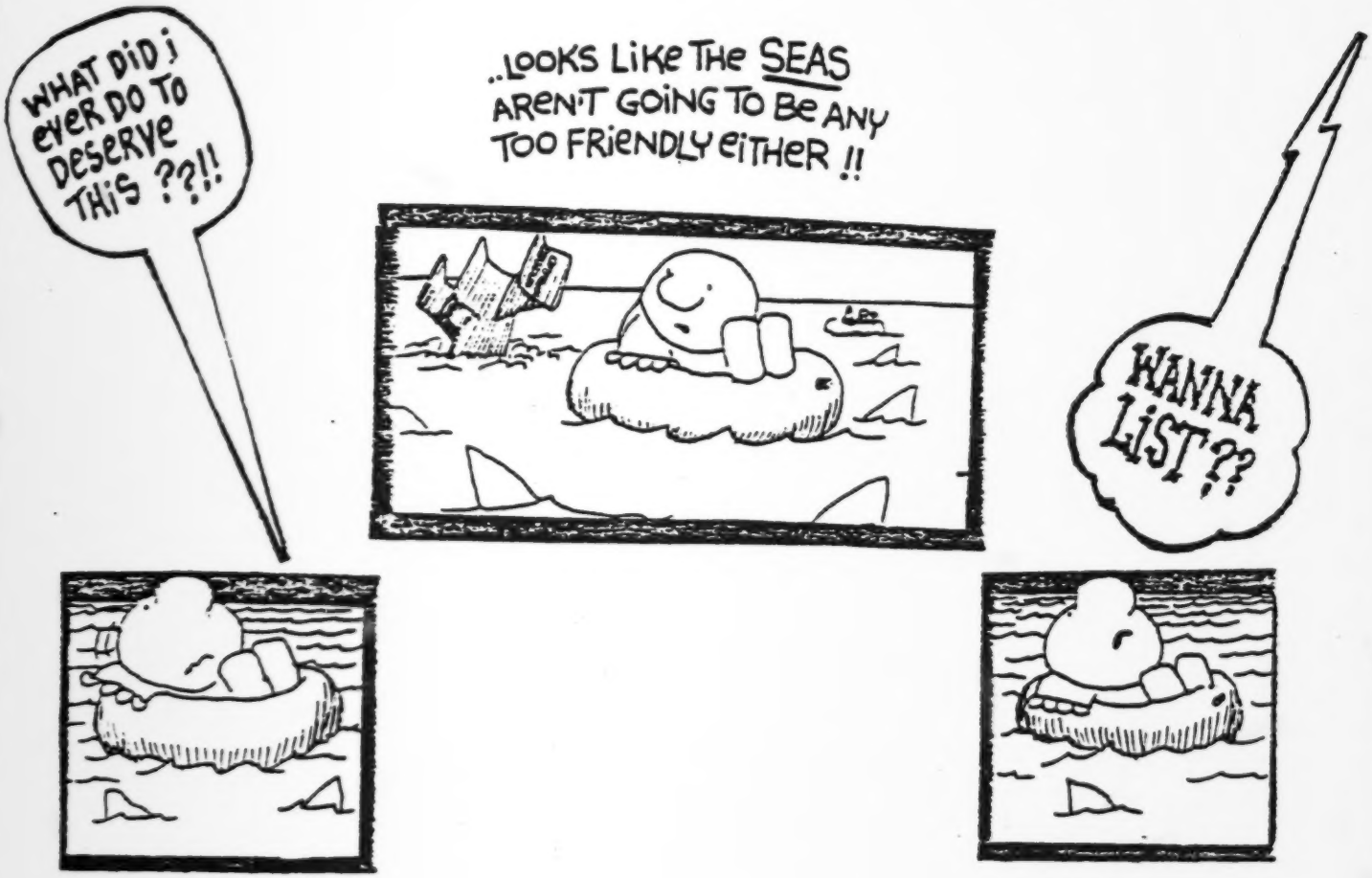
Recognizing the need for people to take charge of their lives and their destiny, we as career counselors believe that our job is as the old Chinese saying: "Give me a fish and I eat for a day"; teach me to fish, and I eat for a lifetime."

We have developed an extensive career awareness and job search program that is designed to "teach participants to fish." The logic in doing so is twofold: 1) First, people must be prepared in today's economy to prepare for several different jobs and careers during a lifetime; 2) Second, once people learn the "careering" skills, they will have acquired a group of transferrable skills (i.e. self assessment, goal setting, decision making) that have the potential for improving the individual's quality of life in all areas.

A list of our workshops and services is provided for your information and use. Please note that our first job club will be held on February 10, 1984 at 9:30 a.m.-12:00 p.m. in Room 7 of the Renaissance Center. Thereafter, we will be meeting every Friday at the same time and location. As the job club catches on, and we are able to teach more people to "fish", we plan to take our job clubs out to other sites.

5-7

WHAT COLOR IS YOUR LIFE PRESERVER?



MEET WITH OUR COUNSELORS ON _____ 1983 IN ROOM_____

TO LEARN HOW TO STAY AFLOAT BY SHARPENING YOUR CAREERING SKILLS THROUGH FUN EXERCISES AND DISCUSSIONS.

-- Learn what your values are (interest testing)
-- Learn how to set and reach goals
-- Learn how to recognize and market your skills for success in securing and maintaining employment
-- Learn how to start a job club at your site.

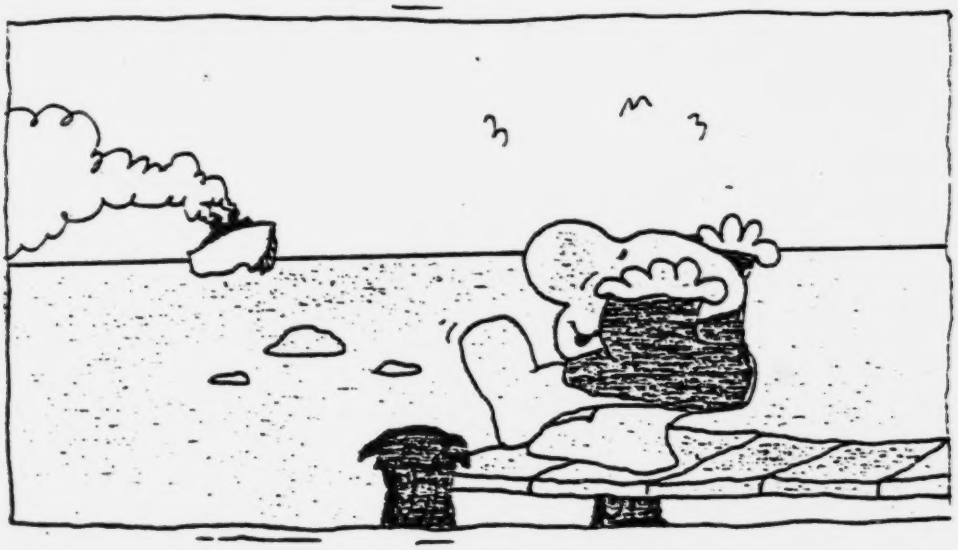
EDUCATION/TRAINING

PLAN

SECTION C

SMOOTHER SAILING WITH THE EDUCATION TRAINING FORM

A "How to" sheet designed to help you (the instructor) get the most mileage, and help the students have smoother sailing on the "seas" of career decision making.



Specifically, this sheet is designed as a companion and guide to the yellow, education/training form. (Sometimes it will be yellow; other times, other colors ...)

The form has some very important purposes. First of all, we are required to have one filled out on every student enrolled in our GED, ABE, and ESL classes. Second, the form is a valuable source of information about our students. Besides the basic demongraphic information, we are provided with a wealth of information about the 1) student's reasons for enrolling in our classes, 2) student's assessment of his skills, and 3) a statement of his goals and future plans.

But, much of this information has not been fully tapped, due in part to our limited in-class time, student's lack of understanding of what skills and goals are.

To assist you, we are providing the following information about skills and goals. -Read on-

BEST COPY AVAILABLE

1) Some skills that people possess seem to be inborn, or developed early in infancy. There may be a great deal of truth to the phrase "She (or he) just seems to have a natural talent for that."

2) Many of our most basic skills seem to be acquired in the home, or in the "streets," or otherwise, outside the classroom.

3) People often use and practice certain skills without the slightest awareness that they possess those particular skills. A process of 'skill awareness' or 'skill identification' is necessary for most people before this part of their Total Reality penetrates their consciousness.

We suggest you try the following:

Ask, what are some of the things that you do for fun or for profit that might be considered a skill?

Does anyone crochet, sew, bake, clean house, grow plants, paint, fix cars, fix appliances, etc.?

Many of these types of things are skills. (This activity could go on and on, with students discussing different things that they do.) By doing so, students are becoming aware of skills they possess, but overlook or take for granted. This type of "taking inventory" may be crucial to a student's survival. A detailed life autobiography has also proven to be helpful in skill identification. (See us for details)

We are often forced to "take stock of our assets." I have worked with unemployed persons who have successfully identified their marketable skills and turned unemployment into self-employment.

4) The most important and basic skills are abundantly transferable from one field to another, as long as they are taken out of the jargon-language that is particular to that first field.

5) Individuals have hundreds of different skills, many of which are marketable.

WHAT ARE SKILLS?

Skills are a subgroup of something called an activity, task, or role. These in turn are subgroups of something called a job. Skills have been divided into three basic families--

a. Self-management skills
b. Functional or transferable skills
c. Work content skills

Self-Management Skills:

- Personality traits, character traits

Functional Skills:

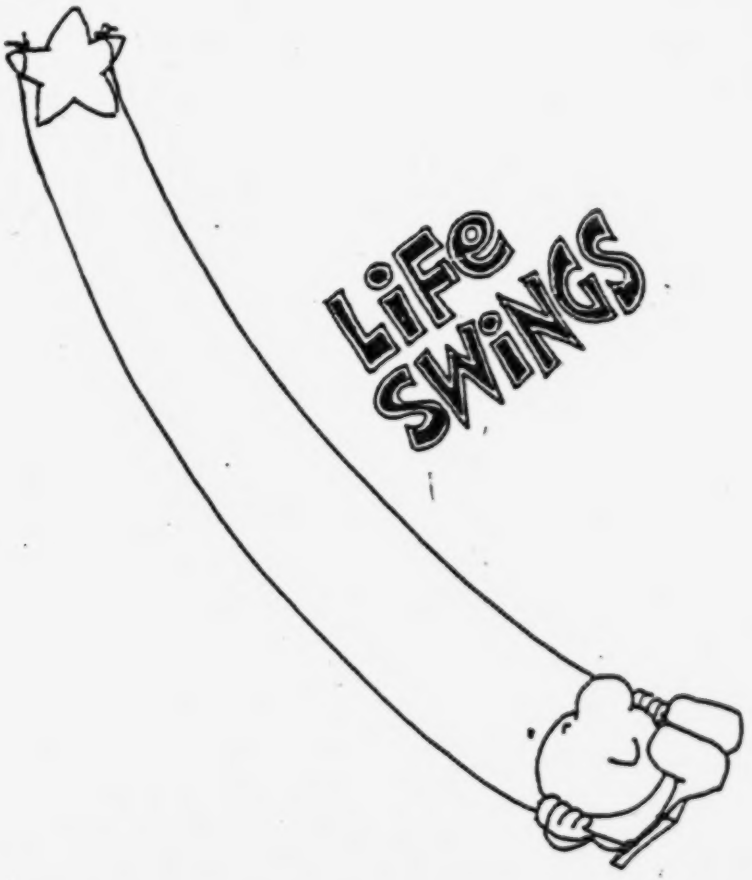
Skills required to deal with the basic tangibles of the everyday world, like data (or information), people, and things.

Work-Content Skills:

Those skills concerned with mastering a particular language, vocabulary, or procedure, or subject matter.

GOALS:

A final and important component for the student is the identification of his/her goals. What is it that the student hopes to accomplish or be doing in three years? Thinking about goals brings to mind an old German saying, "You have to take life as it happens, but you should try to make it happen the way you want to take it."



Students should be encouraged to set and reset goals. Periodically students should review their goals and add, subtract, or totally change them. Goals are useful in that they help us move from here to there. If you want something to happen, you have to make a space for it.

Students should establish a series of goals --

- long-range goals
- medium range goals
- short-range goals
- mini-goals
- micro-goals

Long-range goals:

Those goals concerned with the overall style of life that you wish to live, the kind of family you want, etc. Don't try to plan long-range goals in detail, because too many changes will come along. Have an overall plan, but keep it flexible.

Medium-range goals:

These are goals covering the next five years or so; they cover the particular kind of training or education you are seeking, or the next step in your career.

You have more control over these goals, and you can tell along the way whether you are going to achieve them and modify your efforts accordingly.

Short-range goals:

Goals covering the period from about one month to one year from now. You can set these goals quite realistically and can tell fairly soon whether or not you are reaching them.

Mini-goals:

Mini-goals are goals covering from one day to one month. You have much more control over these goals than you do over the longer term goals.

Micro-goals:

Goals covering the next 15 minutes to an hour. These are the only goals you have direct control over. These goals are extraordinarily important in your life, for it is only through-micro goals that you can attain your larger goals.

As an old adage says, "A journey of 1,000 miles begins with a single step." If you don't make any progress toward your long-range goals in the next 15 minutes, when will you?

Helping student to identify long-range and short-range goals is probably a task that will consume more time than you are able to give. We ask, however, that you make some attempt at helping students to define and redefine their goals so that at the completion of your course, they have some idea of where they are going, or would like to go. Remember: "If you don't know where you are going, you'll probably end up somewhere else."

Also, don't forget that we are available to come in at any time to help you help our students in identifying their skills and goals for the future.

JOLIET JUNIOR COLLEGE
ABLE PROGRAM

SECTION_____
INSTRUCTOR_____

EDUCATION/TRAINING PLAN

To better help our students, we hope to identify your reasons for enrolling in the ABE/GED/ESL Program, and refer, when desired, for additional education and/or training.

NAME:_____ DATE:_____

ADDRESS:_____ PHONE:( )_____
Street# City Zip

SOCIAL SECURITY #:_____

PUBLIC AID #:_____

I enrolled in this class because it may help me to: (check one or more)

___ 1. Get into college
___ 2. Qualify for training
___ 3. Earn more money
___ 4. Pass the GED test
___ 5. Speak & understand English
___ 6. Get a job
___ 7. Get a better job
___ 8. Read better
___ 9. Understand my legal rights
___10. Make new friends
___11. Satisfy myself
___12. Find something to do
___13. Other_____

EMPLOYMENT PLAN:

(Check One) I am: ___ Employed full time ___ Employed part-time
___ Not employed ___ Seeking employment
___ Not seeking employment at this time

AFTER COMPLETING THIS CLASS I PLAN TO:

___ Find a job
___ Get a better job
___ Get further training
___ Continue in college
___ Go to Joliet Junior College
___ Go to a 4-Year College
___ Other:

SKILL OR SKILLS I HAVE:

_____
_____
_____

SKILLS I WOULD LIKE TO HAVE

_____
_____
_____

THREE YEARS FROM NOW I HOPE TO BE:

_____
_____
_____

_____
SIGNATURE

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APPOINTMENTS:

INTEREST INVENTORIES TAKEN/DATES:

CAREER INVENTORIES TAKEN/DATES:

RESULTS:

COMMENTS:

REFERRALS MADE:

RESULTS:

CAREER/VOCATIONAL EXERCISES

SECTION D

Attitude Adjustment: Facing the Facts

Being unemployed, out of work, and/or having to look for a job, for whatever, reason, is probably the single most difficult, lonely, and discouraging job the job seeker will ever undertake. Looking for a job is a job itself--a full time job. Richard N. Bolles, noted author of several career books, including What Color is Your Parachute?, points out that the job hunt itself is the hardest job anyone ever faces. "Pray as though everything depended on God; work as though everything depended on you." It fills the job seeker with anxiety, tension, and uncertainty about the present and about the future. It strips the job seeker of his feeling of self-worth and self-esteem. It is totally demoralizing. Looking for a job is an activity that all of us have no doubt experienced at one time or another. It is an experience that authorities estimate that most people will undertake many times during their lives.

Experts in the job search feel that the first step in helping someone find a job is to help the person adjust or readjust his/her attitude about themselves, their personal sense of worth and capabilities. If this step is overlooked, efforts to assist the person to find meaningful, fulfilling employment may be impeded.

Ain't It Awful!

After talking to hundreds of umemployed persons (including myself) who hoped some day to be employed, I learned that one of the first things umemployed job seekers invariably do after assessing their situation is to cry. This crying may be literal or figurative. A currently popular book dealing with a woman's discovery that she has cancer, entitled, "Next, You Cry" provides a very appropriate description of what occurs after the reality of the person's dilemna (unemployment in this instance) is realized. I can recall spending days on end, crying, and feeling sorry for myself. Psychologists have appropriately termed this the "mourning" stage. During this period, I was unable to do anything constructive. I was deeply involved in playing a "no win" game that requires only one player, but may involve hundreds of thousands of unemployed job seekers at any given time. This game is not solitaire, but rather appropriately called, "Ain't It Awful." To that unemployed job seeker at this stage, everything appears to be awful.

What can you as a counselor, teacher, etc. do to help the person who is struggling through this stage in the "pre-employment" seeking process? First of all, according to Carl Rogers, nationally recognized psychotherapist, you must be ready and willing to listen, and listen empathetically and respond in a non-judgmental,

positive manner while the person plays and replays the "Ain't it awful game."

Let me interject that it won't hurt to get it out in the open, to acknowledge the game thats being played. You might state simply, "I understand what you're going through, and I agree that things are pretty bad. (Given the present economy and real life crises accompanying unemployment, such as divorce, loss of homes, emotional strife, etc., it would be foolish of you as the helper to try to down-play the severity of the situation).

In conducting our job search classes, we have gone around the group and discussed all of the horrible experiences that group members have had. By doing so, we have provided individuals with an opportunity to "unload their problems," and to let others in the group know that others are experiencing similar problems. The good thing about this unloading and sharing of the misery process is that once we have allowed this hashing and rehashing of experiences, something psychologists call "catharsis" occurs. Catharsis means the person has relieved him/herself of the burden he/she has been carrying, and is free to progress on to the next stage of the employment seeking process. If they can say they are somebody, think they are somebody,--eventually they will <u>believe</u> they are somebody.

In preparation for moving on into the next stage of the process, which is to identify the person's interests, skill, and abilities, you might want to have the job hunters discuss some personal achievements--activities that may be useful in building and/or rebuilding one's self-concept.

The Reverend Jesse Jackson, minister, politician, civil rights activist, is well known for his work in the area of self-concept building and attitude change. He often has groups of individuals chant:

> "I am somebody! I may be poor, but I am somebody!
> I may be in prison, but I am somebody! I may be
> uneducated, but I am somebody!"

The people that we are working with need to feel that regardless of their present situation, they are somebody! In helping people to feel they are somebody, we have had them to identify something that they have accomplished that they feel good about. We typically have used an exercise entitled, "My Proud Thing," in which each person tells about that particular thing or things he has done that he feels proud of, or feels good about. Responses have been varied from group to group, but you can expect such responses as:

"I feel proud because I was able to get here this morning with both shoes on!"

(This response was really humorous in that my counterpart had been late that morning and attributed it to losing one of her shoes!)

"I'm proud because I have learned enough in adult education to be able to help my children with their homework."

"I feel proud today because I successfully completed all of the pre-GED tests, and now I'm ready to take the test."

"I am proud because I have been able to support myself and children by working odd jobs and not having to go on welfare."

This experience can go on and on, as long as it is necessary. Encouragement for non-responders might be to ask them to tell about anything that has happened in the last week that they feel good about. Other exercises designed to raise one's concept and self-discovery include the following:

(1) Go back as far as memory allows, and list every accomplishment, achievement, contribution which made you feel proud deep down in your tummy. Don't spare yourself--no matter how modest or other worldly; everything listed has relevance to the job you want.

Some experts maintain that there is a very high correlation between a person's early accomplishments and jobs they eventually select and do well.

Where's The Beef?

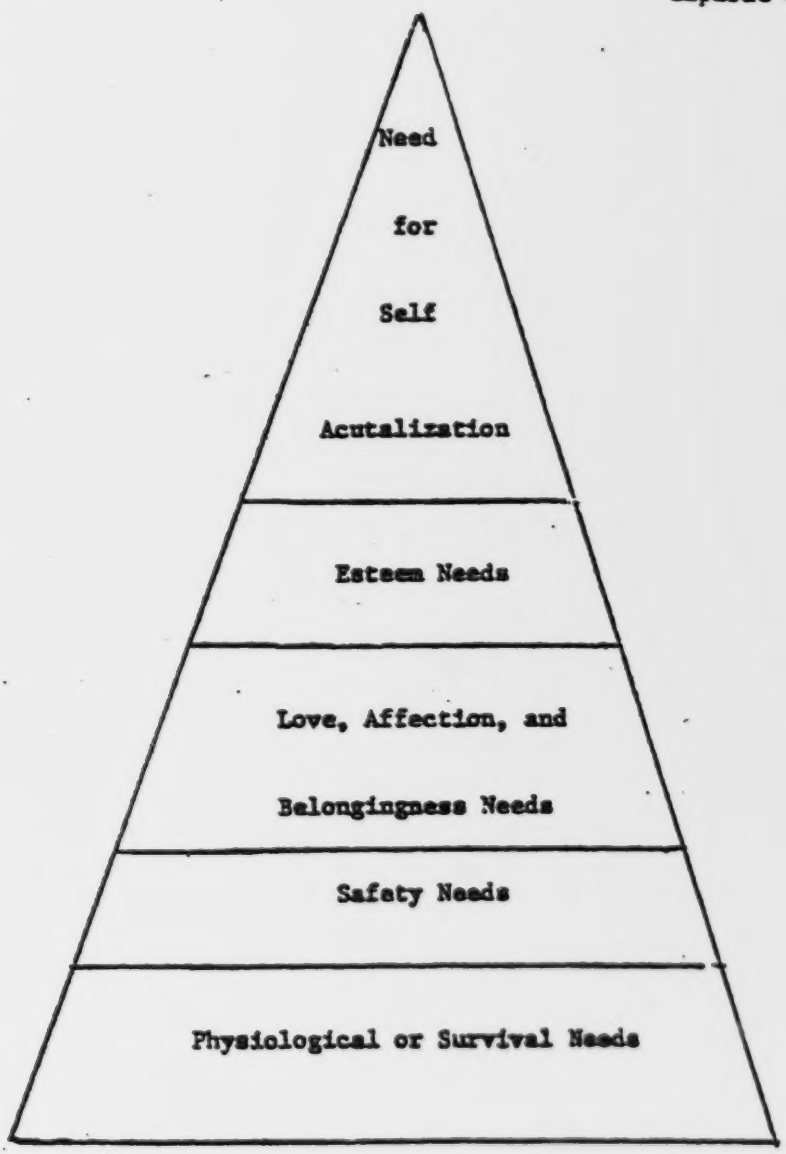
To speed along the attitude adjustment period, we recommend that the group leader be attuned to needs expressed by the group for which some relief in the community may be available. For example, if I'm hurting because I have no money for food and clothes (basic survival essentials), it should become the job of the group leader to work with the individual in terms of identifying those resources, such as assistance, food stamps, food pantry, the Salvation Army, Catholic Charities, Community Action Agencies, churches, and other agencies and groups that may be able to provide immediate HELP. Remember, Maslow's hierachy of needs that says that it is difficult to attend to other things when your basic needs for food, water, shelter, etc. are unmet. ACTION must be taken when these types of needs are expressed. The person can be provided with a prepared list of community resources and agencies that can help and/or taken directly to the appropriate source. It may be that the need for what we call "survival information" is so great that a whole session should be devoted to discussing where an individual can go for various forms of assistance. The task then expands to educating and informing the job seeker as to what is available and how to obtain the services provided.

We have typically asked our resource and retention specialist to make a full hour presentation to our groups, as well as to provide them with any handouts or other available information. Requests for this type of information has been so great that it suggest to us that there may be a universal need for the inclusion of this type of information in any document preparing to help the job seeker help himself find a job.

MASLOW'S HIERATCHY OF HUMNA NEEDS

Maslow emphasized that the need for self-actualization is a healthy man's prime motivation.

Self-actualization means actualizing one's potential becoming everything one is capable of becoming.



Most basis needs have to do with survival physically and psychologically.

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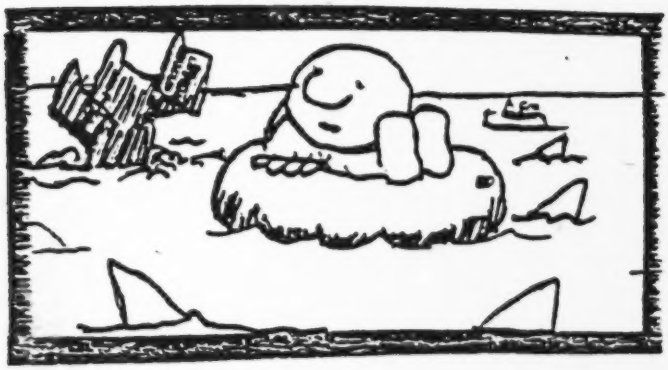
On the whole an individual cannot satisfy any level unless needs below are satisfied.

Source: Malcom S. Knowles, The Modern Practice of Adult Education (New York: Association Press), pg. 24

THE SURVIVAL OF THE FITTEST !!



THE MOST OVERLOOKED LIFE PRESERVERS

PROJECT ADVANCE

JOLIET TOWNSHIP FOOD

JOB SERVICE OF ILLINOIS

HEAD START PROGRAM
350 North Broadway
Joliet, Illinois

WILL COUNTY RAPE CRISIS CENTER

CATHOLIC CHARITIES

MORNING STAR MISSION

JOLIET JUNIOR COLLEGE FOUNDATION SCHOLARSHIP

DISPLACED HOMEMAKERS
375 West Briarcliff
Bolingbrook, Illinois

JOLIET WILL COUNTY COMMUNITY ACTION
407 North Ottawa St.
Joliet, IL
Mr. Charles Jones, Director

HILL MEMORIAL CENTER
406 Ontario Street
Joliet, IL
Mr. Franklin Stewart, Director

WILL COUNTY LEGAL ASSISTANCE PROGRAM
407 North Ottawa St.
Joliet, IL

WILL COUNTY SHELTERED WORKSHOP
455 East Cass Street
Joliet, IL

AUNT MARTHA'S YOUTH SERVICE CENTER
3043 Western Avenue
Park Forest, IL

DISLOCATED WORKERS ASSISTANCE PROGRAM
214 North Ottawa St.
Joliet, IL

JTPA SERVICE
76 No. Chicago St.
Joliet, IL

WILL COUNTY DEPARTMENT OF PUBLIC AID
101 S. Larkin Avenue
Joliet, Illinois

SPANISH CENTER, INC.
205 Herkimer
Joliet, ILL

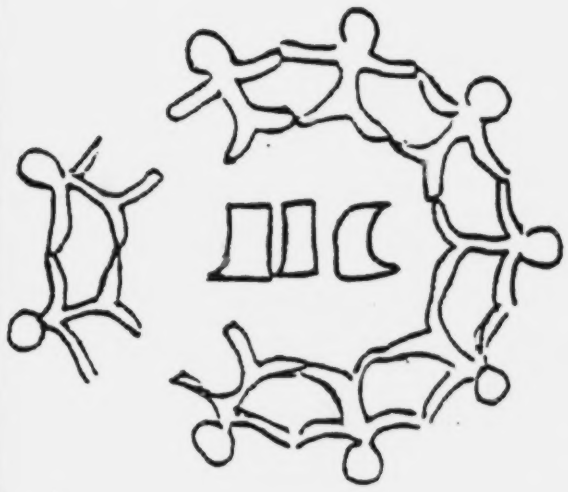
SOCIAL SECURITY ADMINISTRATION
101 North Joliet Street
Joliet, ILL

(815) 729-9020
Extension 449-450

Listed here, are agencies and helping resources to assure you the assistance you need in continuing your education and provide assistance. More detailed information about each agency and organization is available by calling the number listed to the left. Ask for Mrs. Pearl Singleton.

CALL TODAY !!

WE CAN HELP YOU ! !



CAREER DEVELOPMENT RESOURCES

Listed here are agencies and helping resources for you to assure the assistance you need in continuing your education and provide assistance.

More detailed information about each agency and organization is available by calling 729-9020, Extension 445 or 450. Ask for Mrs. Pearl Singleton.

JOLIET WILL COUNTY COMMUNITY ACTION AGENCY
407 North Ottawa Street
Joliet, Illinois
Mr. Charles Jones, Director

[illegible] MEMORIAL CENTER
406 Ontario Street
Joliet, Illinois
Mr. Franklin Stewart, Director

WILL COUNTY LEGAL ASSISTANCE PROGRAM
407 North Ottawa Street
Joliet, Illinois

WILL COUNTY SHELTERED WORKSHOP
455 East Cass Street
Joliet, Illinois

AUNT MARTHA'S YOUTH SERVICE CENTER
3043 Western Avenue
Park Forest, Illinois

DISLOCATED WORKERS ASSISTANCE PROGRAM
314 North Ottawa Street
Joliet, Illinois

DISPLACED HOMEMAKERS PROGRAM
375 West Briarcliff
Bolingbrook, Illinois

JTPA SERVICE
76 North Chicago Street
Joliet, Illinois

WILL COUNTY DEPARTMENT OF PUBLIC AID
101 S. Larkin Avenue
Joliet, Illinois

HEAD START PROGRAM
350 North Broadway
Joliet, Illinois

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